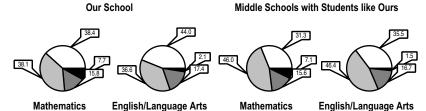


NO

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	<b>Definition of Critical Terms</b>
Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	16	179	70
Percent satisfied with learning environment	81.3%	65.3%	81.2%
Percent satisfied with social and physical environment	93.8%	69.7%	54.5%
Percent satisfied with home-school relations	56.3%	77.0%	71.0%

PACT PERFORMANGE	E BY GR							/\
	Englis	AND TESTING	/、	alon Basic		Proficient of	Advanced on Profi	dientand Advance
	/ut	BLI LESTI	Tested old H	OM Biog	Basic of	oroficit	- Manu fi	cient nce
	ENON	940, 04	Z/ Z/ 8/	SIC O	0/0	2.\ oh	br 1640.	Mar
	/ • •		9/0	olish/La	nguage A		/ ele	/ ५
All students	646	99.5	44.0	36.6	17.4	2.1	19.5	17.6
Gender	040	33.3	44.0	30.0	17.4	2.1	13.5	17.0
Male	299	99.3	50.6	33.9	14.8	0.8	15.6	17.6
Female	347	99.7	38.7	38.7	19.5	3.1	22.6	17.6
Racial/Ethnic Group	011	0011	00.1	0011	10.0	011	22.0	
White	263	99.2	22.8	41.4	32.5	3.4	35.9	17.6
African-American	377	99.7	59.5	33.1	6.5	0.9	7.4	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	13//3	0.5	14// (	14/1	14/11	14// (	14// (	11.0
Not disabled	559	99.8	40.1	38.2	19.5	2.3	21.8	17.6
Disabled	87	97.7	77.0	23.0	N/A	N/A	N/A	17.6
Migrant Status	01	31.1	11.0	20.0	TN/F\	13/74	13/73	17.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	646	99.5	44.0	36.6	17.4	2.1	19.5	17.6
English Proficiency	040	JJ.J	<del></del>	50.0	17.4	2.1	10.0	11.0
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	646	99.5	44.0	36.6	17.4	2.1	19.5	17.6
Socio-Economic Status	040	00.0	11.0	00.0	17.4	2.1	10.0	17.0
Subsidized meals	405	99.5	59.1	33.7	6.0	1.1	7.1	17.6
Full-pay meals	241	99.6	20.9	40.9	34.8	3.5	38.3	17.6
i dii pay modio	241	00.0	20.0	1 40.0	1 04.0	0.0	00.0	17.0
				Mathe	matics			
All students	646	100.0	38.4	38.1	15.8	7.7	23.5	15.5
Gender	040	100.0	00.4	00.1	10.0	1.1	20.0	10.0
Male	299	100.0	42.9	35.5	13.5	8.1	21.6	15.5
Female	347	100.0	34.9	40.1	17.6	7.4	25.0	15.5
Racial/Ethnic Group	J41	100.0	J4.3	70.1	17.0	7.4	20.0	10.0
White	263	100.0	15.5	41.8	25.9	16.7	42.7	15.5
African-American	377	100.0	55.2	35.4	8.6	0.9	9.4	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	IN/A	0.0	18/7	IN//\	IN//	11//	14//	10.0
Not disabled	559	100.0	34.2	39.8	17.3	8.7	26.0	15.5
Disabled	87	100.0	73.0	23.8	3.2	N/A	3.2	15.5
Migrant Status	01	100.0	7 0.0	20.0	J.2	: 1//	0.2	10.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	646	100.0	38.4	38.1	15.8	7.7	23.5	15.5
English Proficiency	0+0	100.0	50.7	30.1	.0.0	1	20.0	10.0
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	646	100.0	38.4	38.1	15.8	7.7	23.5	15.5
Socio-Economic Status	040	100.0	50.7	50.1	10.0	1.1	20.0	10.0
Subsidized meals	405	100.0	54.5	35.2	8.8	1.4	10.2	15.5
	403	100.0	40.0	40.4	0.0	47.0	10.2	15.5

13.9

100.0

Full-pay meals

26.4

42.4

# PACT PERFORMANCE BY GRADE LEVEL

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		\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	<u>~</u>	/ (-			<u> </u>	0/0,
	C d- 0	NI/A	NI/A		/Langua		NI/A	NI/A
-	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 6	170	N/A	42.4	35.3	20.6	1.8	22.4
	Grade 7	222	N/A	42.7	39.5	15.5	2.3	17.7
•	Grade 8	224	N/A	38.4	38.4	17.4	5.8	23.2
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	232	99.6	43.2	31.0	23.0	2.8	25.8
	Grade 7	186	99.5	42.5	45.0	11.9	0.6	12.5
	Grade 8	228	99.6	45.9	35.7	15.9	2.4	18.4

				IVI	athematio	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 6	170	N/A	44.1	34.1	14.1	7.6	21.8
	Grade 7	222	N/A	61.4	22.7	7.3	8.6	15.9
•	Grade 8	224	N/A	44.2	37.1	13.4	5.4	18.8
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	232	100.0	30.8	38.3	19.2	11.7	30.8
	Grade 7	186	100.0	41.0	39.1	13.7	6.2	19.9
	Grade 8	228	100.0	44.2	37.0	13.9	4.8	18.8

# SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 642)				
Students enrolled in high school credit courses (grades 7 & 8)	10.7%	Down from 11.7%	12.3%	14.4%
Retention rate	N/A	N/A	2.9%	2.3%
Attendance rate Eligible for gifted and talented	94.3%	Down from 94.4%	94.8%	95.2%
	15.1%	Down from 16.9%	12.4%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	11.6%	Up from 10.6%	15.0%	14.1%
	2.6%	Up from 1.5%	4.6%	4.9%
Suspended or expelled	2.0%	Down from 3.1%	1.2%	1.3%
Annual dropout rate	0.0%	Down from 1.4%	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees Continuing contract teachers	42.0%	Down from 44.0%	45.7%	47.1%
	80.0%	Up from 74.0%	80.0%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	79.3%	Down from 81.9%	82.7%	84.3%
Teacher attendance rate Average teacher salary	91.2%	Down from 94.7%	94.8%	95.0%
	\$38,173	Up 3.9%	\$38,918	\$39,924
Prof. development days/teacher	13.9 days	Up from 12.3 days	10.8 days	10.7 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio	20.9 to 1	Up from 19.8 to 1	20.8 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	83.9%	Down from 87.2%	88.4%	88.9%
	\$5,646	Up 13.8%	\$5,733	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	66.4%	Up from 64.3%	62.0%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	96.3%	Down from 99.0%	95.4%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff of A. R. Rucker Middle School is committed to the mission developed through the Leadership Team. It states, "Through communication and cooperation with the school community, we will develop and implement a plan, which will empower the faculty to challenge every student to achieve and maintain academic excellence." The foundation of this mission is the commitment to stay abreast of best practices in education. The district-sponsored Professional Growth Institute, in-service training, seminars, professional conferences, vertical team meetings, and subject specific training are some of the strategies of which the staff at A. R. Rucker Middle School take advantage.

The faculty of A. R. Rucker Middle School continues to align the classroom instruction to the South Carolina Curriculum Standards. First semester, with the assistance of the District Curriculum Specialists, exams and other assessment instruments were compiled and evaluated to ensure the appropriate standards were being met for each subject at each grade level. Adjustments were made as necessary and a strong standards based curriculum was the result. Efforts to align the curriculum continued with the participation in a Curriculum Calibration Survey sponsored by the South Carolina State Department of Education. Second semester, two teachers were employed (one language arts and one mathematics). These additions provided release time for four teachers (two language arts and two to assume half-day responsibilities of teacher coaching in their mathematics) respective fields. This initiative greatly enhanced the instruction in the classroom. The coaches provided assistance through model lessons, curriculum calibration, assessment analysis, and support for teacher specific requests. Also, two positions were added to improve student-reading capabilities. The Corrective Reading Program and a Fast Forward Lab are now providing proven techniques in reading instruction.

A. R. Rucker Middle School continues to pursue the endorsement of the International Baccalaureate Middle Years Program. The Program Coordinator is in place and faculty training is well under way. Department Heads and Grade Level Leaders have been trained and implementation of the program will begin in 2003-04.

A foreign language position has been secured which satisfies the personnel requirements of the program. The staff at A. R. Rucker Middle School is encouraged with the progress toward the mission and is dedicated to challenging every student to achieve academic excellence.

Richard O. Gardner, Principal

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.